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Course Profiles

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Course Profile

International Languages

Level One
Academic

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Int. Lang.
10P Level 1
Academic
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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

April 2000

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Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview
International Languages, Level One, Academic

Description/Rationale

International Language programs focus on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and as private citizens. Students learn to listen, speak, read, and write with precision and confidence, and develop thinking and analytical skills. In addition, the interdisciplinary nature of language allows students to explore related areas of study such as history, geography, music, art, business, and world issues.

The Level 1 Academic course is an introductory course appropriate for those students wishing to gain a solid understanding of the structures, culture, and literature of the language, and who may be considering pursuing language studies at the post-secondary level.

Unit Tiles (Time + Sequence)

Unit 1	About Me	18 hours	German	Fully developed unit
Unit 2	About My Family	18 hours	Italian	Summary unit
Unit 3	About My World	20 hours	Spanish	Fully developed unit
Unit 4	On the Move	18 hours	German	Summary unit
Unit 5	On the Go	16 hours	Italian	Fully developed unit
Unit 6	On the Town	20 hours	Spanish	Summary unit

Unit Descriptions

Note: In order to present activities in a real context, each unit has been developed with reference to a specific language: German, Italian, or Spanish. These activities may be modified by teachers of other international languages. See the section Course Notes below for further details.

Unit 1: About Me

Time: 18 hours

The teacher introduces beginning language students to basics of the language of study. Students learn to talk about themselves and to inquire about others, as well as to learn vocabulary and expressions related to their classroom environment. They begin to perform and write simple dialogues and are assessed on their listening, speaking and writing skills. The unit assists students to learn more about themselves and others in their classroom, and creates the foundation to begin to communicate in the language of study. (German)

Unit 2: About My Family

Time: 18 hours

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to the family, family members, and traditions. Individual, pair, and whole class activities give students opportunities to begin to understand the structure of the language and to use it in interactive communicative situations. The teacher assesses student progress in all skill areas. A culminating storyboard activity encourages students to review and consolidate vocabulary and structures learned throughout the unit. (Italian)

Unit 3: About My World

Time: 20 hours
Students broaden their vocabulary and grammar knowledge of the language of study. A variety of activities provide opportunities to listen, to discuss, to read, and to write about the school environment (personal timetable, the subjects, and teachers). Other relevant themes such as hobbies, leisure activities, places of entertainment, weekend activities, and famous parks are introduced and developed through brainstorming, dialogues, reading, and writing. The teacher assesses throughout the unit. Unit 3 finishes with an information-gathering project on a natural or theme park. (Spanish)

Unit 4: On the Move

Time: 18 hours
Students chart their weekly activities and prepare a personal agenda. They begin to look at the geographical locations where the language of study is spoken, and explore typical daily schedules in some of those regions. They act out a scene about planning an activity with a friend on the phone, participate in choosing a film from a list, and plan and write a short magazine article based on an interview. A variety of assessment opportunities provide continuous feedback to the teacher on the students' developing skills and knowledge. The unit activities lay the foundation for more in-depth exploration of travel plans in the following unit. (German)

Unit 5: On the Go

Time: 16 hours
The focus of this unit is vocabulary acquisition and its application in simple travel situations. Students use the language of study to explore the world of leisure and travel, with specific reference to the countries in which the language is spoken. Students learn vocabulary associated with transportation, directions and geography. Evaluation is diverse and enables students to demonstrate their abilities in all skill areas. Some research and organizational activities, balanced with practical ones like applying for a student card and passport, increase students' knowledge, skills, and cultural awareness. (Italian)

Unit 6: On the Town

Time: 20 hours
In this unit, students discuss, read, and write about the world of food and the world of fashion. Students learn how to describe clothing and how to shop for various items. They learn how to express their likes and dislikes of foods, how to select a restaurant and how to order a meal. The teacher evaluates student achievement in language knowledge and skill in oral communication, reading and writing using a variety of tools. Students demonstrate their learning through discussion and through the writing and presentation of a menu and a meal. (Spanish)

Course Notes

In order to provide a real context for strategies, activities, evaluation, and resources in this course profile, three international languages were chosen: German, Italian, and Spanish. The profile is written as generically as possible, but with specific references in individual units to one of these languages and cultures, and often with specific examples in these languages, especially in the appendices. Teachers of other international languages will be able to adapt the majority of these activities to their particular language and culture, and so benefit from the experience and expertise of the writers of these profiles. Specific resources relevant to other languages can be found, and some sources for multi-language resources and web sites that include a number of international languages have been included here.
This profile contains six units: three fully developed and three summary units which include expectations, activity titles, prior knowledge required, planning notes, a summary of assessment and

evaluation tools and teaching/learning strategies, as well as resources. For additional ideas and activities, please refer to the corresponding Open course profile which fully develops the summary units contained in this Academic profile. Some suggestions are made in the Teaching/Learning Strategies of fully developed units to adapt activities for students in Open courses.

Teachers should be familiar with school and Board policies regarding acceptable use of the Internet and the physical safety of students within their jurisdiction. Classroom activities should reflect avoidance of bias, and awareness of violence prevention within the school environment. Input from special education and ESL teachers will help teachers to meet the needs of their students enrolled in these programs. Teachers should also be aware of procedures and guidelines regarding community involvement in school activities (see Ministry of Education and Training Policy Memo No. 124). A high priority should be collaboration and integration with other school departments and the community in order to broaden students' perceptions, to help them make important connections, and to link them to the world beyond the classroom walls.

The strands of Oral Communication (Listening and Speaking), Reading, and Writing form the basis of each unit and are the starting point of each activity. Although it is difficult in this course profile to be specific about reading passages, both in-class and supplementary reading are essential for the acquisition, improvement and consolidation of vocabulary, idiomatic expressions, and language structures. Teachers are encouraged to provide as many and as wide a variety of reading opportunities as possible. The International Languages policy document prescribes a minimum of 25 pages of simple text for Level 1, Academic.

Grammar and language knowledge, as well, are an integral part of international language courses and are always taught in context. Grammar and language knowledge expectations have been included in code form at the beginning of each unit, and are reintroduced in the assessment/evaluation charts of each activity. Appendix A-01 – Level 1 Academic Expectations and Appendix A-02 – Level 1 Grammar and Language Knowledge Expectations of this profile lists all codes and the full text for all expectations.

Teaching/Learning Strategies

A wide variety of teaching and learning strategies have been provided to maintain the interest of students, and maximize the success of all types of learners. Among strategies used are:

- whole class: brainstorming, problem-solving, presenting/introducing, general discussion;
- small group: collaborative/co-operative learning activities, interviewing, creating and performing dialogues and skits, simulating, projects;
- individual: note making, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, conferencing.

Suggestions for the use of information technology have been included in all units. Technological and community resources have been included throughout the profile and teachers are encouraged to use them wherever possible.

Assessment/Evaluation Techniques

Diagnostic and Formative Evaluation

- observation: formal and informal by the teacher
- reflection: teacher, peer and self- assessment
- aural comprehension tests
- paper and pencil quizzes: teacher or course-designed
- conferencing: student/teacher
- performance: projects, creative writing assignments, role performances, simulations
- tools: checklists, rating scales, video/audio tapes, quizzes (aural/oral, written/reading), anecdotal comments, probe questions, rubrics for oral and written assignments

Summative Evaluation

- paper and pencil assessment: teacher and course-designed tests
- performance: application assignments, guided and free compositions, oral presentations, unit tests
- projects reflecting knowledge acquired in unit(s) of work

Final Evaluation

A combination of items requiring synthesis of knowledge acquired during course:

- written examination
- composition
- comprehensive oral presentation
- teacher/student interview
- project (written and/or oral)
- listening and reading comprehension tests

Accommodation

For students, the learning of a language at any level is a complex task, and requires skills in a number of areas; specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read. All aspects of these tasks are recognized, practised, assessed, and evaluated by the teacher. Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course.

- consideration of students' Annual and/or Individual Education Plans
- enrichment materials/activities available
- alternative or independent assignments or projects
- flexible grouping/roles of students according to needs and assignment
- flexible time for preparation of assignments or presentations
- resource packages or reinforcement sheets for extra practice
- simplification of terminology or instructions
- extra models and examples provided for oral or written assignments
- class time planned for teacher and/or peer assistance
- flexibility in presentation of assignment (e.g., cassette recorder or computer as alternative to hand-written assignment/response)

Resources

Teachers will find specific resources in the units and activities that follow. The listing of resources in the unit overview at the beginning of each of the six units has complete bibliographical information on both print and technological resources. For additional resources and for other international languages, teachers should contact individual publishers and distributors. In addition, community resources will be very helpful: community organizations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community.

As a starting point, the following web sites may prove useful in searching for specific information, in obtaining materials related to assessment and evaluation, or in finding information related specifically to language and culture. Many sites provide links to other useful sites. All of these sites were active at the time of publication:

www.google.com
An elegant multi-lingual search engine

http://school.discovery.com/schrockguide/assess.html
Kathy Schrock's Guide for Educators – Assessment Rubrics

http://webhome.idirect.com/~omlta/
Ontario Modern Language Teachers' Association

http://www.actfl.org/
American Council on the Teaching of Foreign Languages

http://www.mla.org/
Modern Language Association of America

OSS Policy Applications

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999.*

Ontario Ministry of Education and Training. *The Ontario Curriculum, Grades 9 and 10, Program Planning and Assessment, 1999.*

Ontario Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

Course Evaluation

- collaborative pre-planning of assignments and units of work
- structured feedback from students regarding effectiveness of course (surveys, checklists, interviews)
- structured feedback from teachers regarding effectiveness of individual assignments and/or activities
- informal discussion among teachers regarding effectiveness of strategies or activities
- regularly scheduled department meetings to discuss, evaluate, and make changes to delivery of assignments and activities
- summative meeting at the end of the year to plan for the future

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Unit 1: About Me

Time: 18 hours

Unit Description

The teacher introduces beginning language students to basics of the language of study. Students learn to talk about themselves and to inquire about others, as well as to learn vocabulary and expressions related to their classroom environment. They begin to perform and write simple dialogues and are assessed on their listening, speaking, and writing skills. The unit assists students to learn more about themselves and others in their classroom, and creates the foundation to begin to communicate in the language of study.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.03, GL1.04, GL1.05, GL1.06, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	What Is Your Name?	180 minutes
Activity 2	Saying Hello and Goodbye	200 minutes
Activity 3	Fun with Numbers	200 minutes
Activity 4	My Classroom	250 minutes
Activity 5	Guess Who's Coming to School	250 minutes

Prior Knowledge Required

- basic understanding of an alphabet or phonetic symbols
- ability to recognize letters of the alphabet or phonetic symbols by their sounds in order to understand and spell vocabulary introduced in this unit

Unit Planning Notes

- The teacher gathers the resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme, vocabulary) required for the successful completion of the tasks of this unit.
- The teacher clarifies expectations before each activity and discusses student achievement with the class following each activity.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit the following teaching/learning strategies are used: brainstorming, problem solving, memorizing, collaborative/co-operative learning, Internet research, simulating and performing, note making, and communication strategies which include questioning, speaking the language of study in small groups, participating in brief discussions, and writing dialogues and postcards.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- reflection: peer assessment
- observation: formal and informal
- performance: short written assignments, role performance, simulation
- tools: checklists, rating scales, video/audio tapes, quizzes (aural/oral, written/reading)

Summative Evaluation

- culminating activities
- conference with teacher
- paper and pencil assessment: teacher-made, standard test

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2.* Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons, 1993. ISBN 0-17-439785-2

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1.* Leeds: E.J. Arnold and Son Ltd, 1987. ISBN 0 560-15001-6

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Kraft, Wolfgang S. *Deutsch Aktuell 1.* St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1449-9

Moeller, Liedloff, Kent. *German Today 1,* Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47122-2

Technological

Eine kleine Deutschmusik, (German songs reinforcing vocabulary and grammar, set to familiar tunes), available from Tralco, TEL: (905) 575-5717; Toll free: 1-888-4-TRALCO; FAX: (905) 575-1783; Text/Workbook # 3-0468-9670-1; Music cassette # 3-468-9671-8

Annenberg/CPB Collection. Fokus Deutsch (12 x 60 minute videos and support materials) Series Code # 64-31-1023; available from McGraw-Hill Ryerson Ltd; TEL: (905) 430-5050 or (800) 565-5758; FAX: (800) 463-5885

CorelDRAW™, Ottawa. (www.corel.com/products for ordering information)

Clip Art (www.microsoft.com/clipgallerylive for free download of clip art)

German for Everyone. CD-ROM. Cambridge, Mass: The Learning Company, 1997. (2 disks)

Inter Nationes. *Alles Gute, Langenscheidt* (Video Series), 1989 Bonn ISBN 3-468-96870-1

Internet

Lernexpress (Free Video Series), TVOntario (call: 416-463-6886).

Community

Goethe Institut, 163 King St. W. Toronto, Ontario. Phone: (416) 593-5257

School and public libraries

Activity 1: What Is Your Name?

Time: 180 minutes

Description

Students learn to use visual, oral, and verbal clues to recognize and understand the ways of asking and answering questions. They begin to use the definite gender specific articles, in expressing vocabulary such as *the boy, the girl,* as well as the personal pronouns *he, she,* and *they*.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passage from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions and to make statements, express likes and dislikes;
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.03 - use visual cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROM, the Internet);
WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);
WR1.02 - write answers to simple questions;
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- an alphabet and its sound system

Grammar and Language Knowledge

- use of the articles with nouns – gender of nouns
- subject pronouns, singular and plural (*ich, du, er, sie, sie* plural)
- interrogative pronouns (e.g., *Who? How?*)
- verbs: present tense of to be, to be named
- syntax: word order in simple sentences, positive and interrogative, subject/verb agreement, gender and number agreement in noun phrases

Planning Notes

- The teacher selects a video or audio cassette of a brief dialogue between two or more individuals introducing one another.
- The teacher finds/creates a dialogue about meeting or greeting someone.
- The teacher hands out exercise in which students complete the conversations they hear or see on video.
- The teacher develops exercises in which students must create their own dialogues by completing fill-in-the-blank worksheets.

Teaching/Learning Strategies

1. Whole class: Students listen to a tape and/or view a video tape in which several young people meet and inquire about the names of people in their group.
2. Individual: Students practise meeting and greeting each other orally.
3. Pair: Students read a dialogue about meeting and greeting someone. Students practise this dialogue orally with a partner.
4. Individual: The teacher introduces the pronouns *he, she*, and *they*. Students listen to a new tape recording of a brief dialogue and complete a fill-in-the-blank exercise provided by the teacher.
5. Whole class: Students engage in a game: The Name Chain. The students must ask the person behind them or next to them, what his/her name is. Following that question, they must ask this same person what the name of a student across the room is.
6. Whole class: Using the concept attainment method, the teacher pronounces short words as he/she writes them on the board. Students identify patterns in pronunciation.
7. Whole class: The class reads together a short dialogue introducing the vocabulary *the girl, the boy, the woman,* and *the man.* Students match this vocabulary with pictures.
8. Small group: The teacher distributes pictures of a man, a woman, a girl, a boy and a group of people. The students take turns asking one another the names of these individuals (e.g., *Wie heißt die Dame? Sie heißt Sigrid.) Alternative for Open level: The teacher gives students the pronoun in the question (e.g., Wie heißt sie? Sie heißt Sigrid.).*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/ Inquiry	OL1.01	Observation	Students listen to/view cassette/video of people meeting and greeting each other.
Knowledge/ Understanding	RE1.01, RE1.02, WR1.01	Observation	Students add questions and answers.
Application	OS1.01, GL1.01, GL1.03, GL1.08	Observation	Students read together, imitating the teacher's pronunciation.
Application Communication	OS1.01, RE1.03, GL1.01, GL1.03, GL1.08	Demonstration	Students match pictures and words (e.g., the men, the women).

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may listen or view tapes more than once.
- Allow an alternative to written work (e.g., presenting his/her work orally).
- For native speakers/strong students, provide additional readings incorporating greetings from different regions.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* Cheltenham: Mary Glasgow Publications, 1998, pp.6-7 (greetings).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons, 1993, pp. 6-7, 10-11.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1.* Leeds: E.J. Arnold and Son Ltd., 1987, pp.4-5, 8-9.

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999, pp.2-5 (greetings, names)

Kraft, Wolfgang S. *Deutsch Aktuell 1.* St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, pp. 10, 15-17 (greetings)

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition (Unit 1: names, greetings)

Technological

Eine kleine Deutschmusik (German songs reinforcing vocabulary and grammar, set to familiar tunes) (a song about names)

German for Everyone. CD-ROM. Cambridge, Mass: The Learning Company, 1997. (2 disks)

Video series *Alles Gute*, c/o Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, 1989, (Unit 1: Names)

Community

School and public libraries

Activity 2: Saying Hello and Goodbye

Time: 200 minutes

Description

Students learn and use a wider variety of greetings in the language of study. Greetings such as *hello* and *goodbye* are studied in the casual as well as formal setting. Visual cues and written dialogues assist the students in learning the various greetings.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various purposes; applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions and to make statements, express likes and dislikes;
OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.03 - use visual cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROM, the Internet);
WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- In some international languages it will be important for the students to understand that the language differentiates between casual and formal structures.
- The knowledge acquired in Activity 1 may be incorporated into Activity 2. This would assist the student in developing a dialogue of more substantial length.

Grammar and Language Knowledge

- vocabulary: basic greetings
- other elements: essential characteristics of the writing system, as required

Planning Notes

- The teacher provides a tape of various dialogues depicting a variety of salutations between different individuals.
- The teacher provides a handout with a taped dialogue. The teacher may choose to provide this handout as a fill in the blank exercise while students listen to the tape.
- The teacher prepares a handout with pictures of individuals greeting one another and a list of salutations, which the student must match with the pictures.

Teaching/Learning Strategies

1. Whole class: Students read a variety of dialogues introducing the different ways of greeting each other according to the time of day and person being addressed (e.g., strangers, family, friends).
2. Whole class: Through teacher modelling and choral reading the students learn to pronounce the words and to differentiate between casual and formal structures.
3. Individual: Listening to a tape of various greetings students are asked to determine if the greeting voiced is a *hello* or *goodbye* and if the casual or formal form was used; the students repeat what they have heard.
4. Individual: Students are given a handout with visual cues depicting individuals greeting one another and a list of greetings to match with the pictures.
5. Whole class: Students design their own name tag, using their culturally specific name from the language of study. They then walk around the classroom exchanging greetings. The teacher should participate in this activity in order to incorporate the formal structure.

6. Pair: Students write and present a dialogue incorporating greetings. *Alternative for Open level: This dialogue could be directed, with fill-in-the-blanks to be completed by students from a list of possible words.*

Assessment and Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OL1.03	Observation	Students differentiate between greetings.
Thinking/Inquiry	RE1.01, RE1.03	Observation	Students match visual clues to greetings.
Application Communication	OS1.01, OS1.02, OS1.03, WR1.01, WR1.03, GL1.01, GL1.03, GL1.04, GL1.08, GL1.10	Rubric	Students write a dialogue and present it to the class.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may listen to tapes more than once.
- Students present dialogue only orally
- More time may be allowed to complete each task.
- For native speakers/strong students, provide readings about situations that necessitate either the casual or the informal form.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* Cheltenham: Mary Glasgow Publications, 1998, pp. 14-15 (greetings), p. 18 (alphabet).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons, 1993, p. 15.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1.* Leeds: E.J. Arnold and Son Ltd., 1987, pp. 12-15.

Kraft, Wolfgang S. *Deutsch Aktuell 1.* St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, p. 11 (alphabet), pp. 21-23, 34-38 (greetings)

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition (Kapitel 1, p. 9 greetings and farewells)

Technological

Eine kleine Deutschmusik (German songs reinforcing vocabulary and grammar, set to familiar tunes, a song about names)

German for Everyone. CD-ROM, Cambridge Mass: The Learning Company, 1997. (2 disks)

Inter Nationes. *Alles Gute, Langenscheidt.* (Video Series), (greetings: Unit 1 and Unit 4)

Annenberg/CPB Collection. *Fokus Deutsch* (12 x 60 minute videos and support materials) (Tape 1: greetings)

Community

School and public libraries

Activity 3: Fun with Numbers

Time: 200 minutes

Description

Students are introduced to the numbers 0-31 and study the pronunciation and spelling of the written form of the numbers. Students learn to recognize numbers through verbal communication and to incorporate them into the dictation of simple equations. The vocabulary *plus, minus, divided by, multiplied by,* and *equals* is introduced. A bingo/lotto type game concludes this activity.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.03 - use visual cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROM, the Internet);
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- letters of the alphabet for spelling of words

Grammar and Language Knowledge

- common conjunctions (e.g., *and*)
- numbers 0-31, days, months, seasons
- other elements: essential characteristics of the writing system, as required

Planning Notes

- The teacher prepares elementary equations to be dictated to the students.
- The teacher finds/creates bingo/lotto cards leaving empty spaces. The teacher prepares small pieces of paper, to be pulled from a container, with the numbers 0-31 on them.

Teaching/Learning Strategies

1. Whole class: Students learn to pronounce numbers and express birthdays; postal codes; phone numbers, and addresses. Specific cultural aspects may be referred to at this point (e.g., name days are significant events in Germany). The teacher models sentences about birthdays, postal codes, phone numbers, and addresses, based on a personal information sheet.
2. Pair: Students complete a personal information sheet and relay the information to each other verbally (may be biographical or fictitious).
3. Whole class: The teacher models how to write numbers in the language of study. Students practise numbers up to 31 in words.
4. Pair: Students pretend to write each other cheques in amounts under 31 dollars.
5. Pair: Students dictate numbers to one another and evaluate the other's work.
6. Whole class: The teacher introduces the vocabulary for *plus, minus, divided by, multiplied by,* and *equals*.
7. Small group: Students practise numbers by giving each other simple arithmetic questions using numbers up to 31 only.
8. Whole class: bingo/lotto – A student calls out numbers for a bingo/lotto-type game using numbers from 0 to 31. The first classmate to have five numbers in a row (diagonally, horizontally, or vertically) wins.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02, OS1.01, RE1.01, RE1.02, RE1.03, WR1.03, GL1.08, GL1.09	Observation	Students complete a personal information sheet and present it verbally.
Communication	OL1.02, OS1.01, GL1.09	Peer observation (checking each others' work)	Students dictate numbers to each other.
Application	WR1.03, GL1.09	Rating scale	Students write cheques.
Application	OL1.02, OS1.01, GL1.09	Observation	Students play bingo/lotto.
Thinking/Inquiry	OL1.02, OS1.01, GL1.06	Peer observation (checking each others' work)	Students create and read aloud arithmetic questions to each other.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- More time may be allowed to complete each task.
- Have native speakers/strong students call out the bingo/lotto numbers.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* Cheltenham: Mary Glasgow Publications, 1998, pp. 8-9, 13, 15.

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons, 1993, pp. 8-15.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1.* Leeds: E.J. Arnold and Son Ltd., 1987, pp. 6-8.

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, p. 36 (numbers)

Moeller, Liedloff, Kent. *German Today 1,* Fourth Edition. (Kapitel 2: p.25, numbers1-19; Kapitel 4: p.64, numbers 20-100)

Technological

Video series *Alles Gute*, c/o Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, 1989, (Unit 3: asking prices)

Community

School and public libraries

Activity 4: My Classroom

Time: 250 minutes

Description

Students learn the vocabulary of the classroom as well as expressions useful at school (e.g., expressions used to ask permission, simple commands).

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary, and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purpose, using basic vocabulary, and language structure.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements, express likes and dislikes;
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.03 - use visual cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROM, the Internet);
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- definite articles and genders
- essential characteristics of the writing system

Grammar and Language Knowledge

- classroom vocabulary
- command form of certain regular and irregular verbs for recognition only

Planning Notes

- The teacher prepares cue cards with the names of the items to be found in the classroom.
- The teacher prepares True/False listening quiz.

Teaching/Learning Strategies

1. Whole class: The teacher introduces the vocabulary of the classroom in singular and in plural forms with the definite article. Cards naming the objects are attached to classroom objects. The teacher points to the object and cue card and pronounces the word, which the students repeat in chorus. After removing the cue cards, the teacher gives students a true/false listening quiz in which the teacher gives true or false names to objects in the room.
2. Small group: The teacher gives students a selection of cue cards with the words of several items in the classroom. They attach the cue cards to the correct item. The group finishing first wins the game.
3. Whole class: The teacher asks: *What is that*? and students answer: *That is a* _____. Students then ask each other questions about the classroom.
4. Whole class: The teacher introduces common commands used in the classroom, then writes them on the board. The teacher says the command and shows the activity. Following this introduction the teacher demonstrates the action, and a student indicates where the command is displayed on the board.
5. Small group: Students move into small groups and create dialogues incorporating commands. *Alternative for Open level: students are given a series of cue cards on which commands are written. They use these cards to give commands to the other group members.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, RE1.02, GL1.09	True/False listening quiz	Students repeat new vocabulary about the classroom.
Application	RE1.02, GL1.09	Observation	Students match names to classroom objects.
Communication	OL1.01, OS1.01, GL1.08, GL1.10	Observation	Students respond verbally to questions about the classroom.
Communication	OS1.01, RE1.01, RE1.03, GL1.04	Observation	Students match commands to gestures.
Thinking/Inquiry	OL1.01, OL1.02, OS1.01, OS1.02, RE1.01, WR1.03, GL1.10	Rubric	Students give commands to each other in dialogues.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may do the vocabulary test orally.
- Students may be grouped heterogeneously.
- Students may do pen and paper test with the aid of a dictionary/textbook.
- More time may be allowed to complete each task.
- For native speakers/strong students, provide a match-the-columns activity incorporating more detailed classroom vocabulary (e.g., *light switch, electrical outlet*)

Resources

Print

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons, 1993, p. 14.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1.* Leeds: E.J. Arnold and Son Ltd., 1987, p. 45 (classroom objects).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999, pp. 6-14 (classroom objects, expressions).

Kraft, Wolfgang S. *Deutsch Aktuell 1.* St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, p. 111, 115-117 (classroom objects)

Magazines

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition (vocabulary of classroom objects: p.121; the imperative: p.183)

Technological

Internet (pictures for visual cues)

Community

School and public libraries

Activity 5: Guess Who's Coming to School

Time: 250 minutes

Description

Students discuss favourite numbers, days, seasons, months, and celebrities. They begin to ask and answer simple questions about people and events. Simplified cultural readings provide opportunities to gain insight into the cultures where the language of study is spoken. The culminating activity is a small-group skit requiring minimal adaptations and a high-interest opportunity for students to project information about their favourite celebrities.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;

REV.01- read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purpose, using basic vocabulary and language structure.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements, express likes and dislikes;
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.04 - respond to materials read by answering short questions;
RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations);
WR1.02 - write answers to simple questions;
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);
WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);
WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

Prior Knowledge Required

- numbers, days, seasons, months
- classroom object vocabulary
- greetings
- structures required to ask simple questions (e.g., *where, when, who, what, why*)

Grammar and Language Knowledge

- descriptive adjectives (e.g., *nervous, famous, anxious, happy, sad, favourite*)
- names of cultural celebrations specific to the language of study (only those in the cultural readings)

Planning Notes

- The teacher finds pictures of people in obvious emotional states (nervous, excited, anxious, happy, sad).
- The teacher prepares a rubric to assess interviews in pairs.
- The teacher finds/creates simple readings about people at cultural celebrations and prepares answer sheets.
- The teacher finds pictures of people at cultural celebrations.
- The teacher creates a simple rating scale to evaluate sentences.
- The teacher prepares copies of the substitution skit.
- The teacher prepares copies of the rubric developed with the class.
- The teacher arranges video equipment, location and schedule for skit tapings.

Teaching/Learning Strategies

1. Whole class: The teacher models sentences orally, describing people in pictures, using the adjectives *nervous, famous, anxious, happy, sad, favourite.* Students respond to the question *How is he/she?*, using the same set of adjectives to describe more pictures. *For Open level: include the adjective in the question (e.g., Ist er glücklich? Ja, er ist glücklich.)*
2. Pair: The teacher models the following question-and-answer for pairs of students to practise: _____ *is coming. Are you nervous?* Answer: *No, I'm happy.* (e.g., famous person)
3. Pair: The teacher models an interview with a student about his/her favourite number, day of the week, season, month, and celebrity. The students then perform similar interviews in pairs, while the teacher circulates to assist them. Students repeat the activity with a different partner, while the teacher circulates to assess them using a rubric. *For Open level: students use a cue sheet with questions and two or three possible answers.*
4. Individual: Using simplified readings about people at cultural celebrations, students answer short questions using short sentences (e.g., *Wer ist das? Das ist Georg. Wann ist das? Es ist Georgs Namentag.*) Students check their own work against teacher-prepared answer sheets. *Alternative for Open level: teacher provides a fill-in sheet to guide the composition.*
5. Pair: Students choose a picture about a cultural celebration. With the aid of a bilingual dictionary, students write as many simple sentences as they can about the scene. The teacher circulates to assist students. The rating scale is designed simply to evaluate the minimum number of correct sentences created with teacher assistance. *Alternative for Open level: students unscramble simple sentences accompanying the pictures.*
6. Small group: Using the substitution skit (see Appendix C-01 – Skit for a Group of Four), students create their own skit about a famous person dropping in on the class unannounced. Students tape their skits on video, using props and costumes. *Alternative for Open level: students write poster-size cue cards to help them with their lines.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, GL1.05	Observation	Students describe pictures of people using adjectives.
Communication	OL1.01, OL1.02, OS1.01, OS1.02, GL1.05	Observation	Students respond orally to questions about their reactions.
Application	OL1.01, OL1.02, OS1.01, OS1.02, GL1.03	Rating scale	Students interview each other about favourite number, day, season, month, celebrity.
Application	RE1.04, RE1.05, WR1.02, GL1.03	Answer sheets against which students check their own work	Students answer questions about a cultural reading using short sentences (e.g., *Wer ist das? Wann ist das?).*
Thinking/ Inquiry	RE1.02, WR1.04, WR1.05, GL1.08	Rating scale	Students use dictionaries to write short sentences about pictures of German-specific scenes.
Thinking/ Inquiry	OS1.01, OS1.02, RE1.02, WR1.03, GL1.10	Rubric developed beforehand with class	Students create and video a skit.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may be grouped heterogeneously.
- More time may be allowed to complete each task.
- For native speakers/strong students, prepare an assignment in which they look for celebration scenes in magazines, and answer questions in short sentences.

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, Chapter 3 (favourite things).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons, 1993, Chapter 1 (greetings).

Technological

Videos about cultural celebrations

Community

School and public libraries

Unit 2: About My Family

Time: 18 hours

Unit Description

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to the family, family members, and traditions. Individual, pair, and whole class activities give students opportunities to begin to understand the structure of the language and to use it in interactive communicative situations. The teacher assesses student progress in all skill areas. A culminating storyboard activity encourages students to review and consolidate vocabulary and structures learned throughout the unit.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	Meet My Family - Creating a Family Album	240 minutes
Activity 2	A Time Capsule of My Family Memories	240 minutes
Activity 3	Create Your Own Pizza	300 minutes
Activity 4	My Family Traditions - Storyboard	300 minutes

Prior Knowledge Required

- use of articles with nouns
- formation of the plural
- gender of nouns
- subject pronouns
- regular and possessive adjectives
- subject-verb agreement
- word order in simple sentences
- basic vocabulary/numbers, salutations, days of the week, months
- simple verbs (*to be, to have, to like*)

Unit Planning Notes

- The teacher refers to the resources listed.
- The teacher refers to *The Ontario Curriculum/, Grades 9 and 10, Classical and International Languages 1999* to determine overall and specific expectations and establish the criteria checklist for the assessment and evaluation of student learning throughout the unit.
- The teacher considers all expectations and prepares all necessary materials required for teaching and evaluation prior to introducing the unit.
- The teacher pre-teaches/reviews the language expectations required for successful completion of the tasks in this unit.
- The teacher prepares required materials and vocabulary.
- The teacher prepares rubrics/assessment and evaluation materials for the unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: interviewing, oral communication, presenting/introducing, interactive/collaborative learning, brainstorming, investigating, writing, describing, discussing, and conferencing.

Assessment and Evaluation

Diagnostic, Formative Evaluation

- observation: formal and informal
- performance (oral, written, visual): group discussion, presentations, interviews, descriptions, mini-reports, demonstrations, scrapbooks, photo boards, cartoon/comic strip story, pronunciation.
- tools: checklists, rating scales, rubrics, tests, quizzes (oral, written, reading)

Summative Evaluation

- performance: oral presentation, interview with a family member
- writing, editing, and presentation of storyboard
- researching, copying out, and preparing a traditional recipe

Resources

Print

Battaglia, G. *Leggiamo. e conversiamo*. Tra le pareti domestiche, 1974.

Canella, Piera. *Quaderni di Temi Practici*. 1984.

Federici, Carla and Carla Larese Riga. *Ciao!* Canada: CBS College Publishing, 1986. ISBN 0-03-069333-0

Istituto Geografico de Agostini. *Conoscere l'Italia, Enciclopedia dell'Italia Antica e Moderna*, vol. 2. 1979.

Merlonghi, Franca, Ferdinando Merlonghi and Joseph A Tursi. *Oggi in Italia*, Fourth Edition. United States: Houghton Mifflin Company, 1991. ISBN 0-395-43223-5

Panebianco, Beatrice and Paolo Pullega. *Il Lettore di Poesia*. 1994.

Perini, Silvana. *Parliamo Insieme l'Italiano,* Livello 2, 3, 4. 1992.

Speroni, Charles and Charles Golino. *Basic Italian*. Toronto: Holt Rinehart & Winston Inc., 1993. ISBN 0-03074991-3

Technological

Italian for Everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997. ISBN 0-7630-1492-3

Microsoft Encarta. CD-ROM.

Internet

Community

Consulate General of Italy, 136 Beverley St., TORONTO, ON, M5T 1Y5.
Tel (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, MONTREAL, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429. http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., TORONTO, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

Unit 3: About My World

Time: 20 hours

Unit Description

Students broaden their vocabulary and grammar knowledge of the language of study. A variety of activities provide opportunities to listen, to discuss, to read, and to write about the school environment (personal timetable, the subjects, and teachers). Other relevant themes such as hobbies, their leisure activities, places of entertainment, weekend activities, and famous parks are introduced and developed through brainstorming, dialogues, reading, and writing. The teacher assesses throughout the unit. Unit 3 finishes with an information-gathering project on a natural or theme park.

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.O1, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05 WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	School Subjects	180 minutes
Activity 2	School Life	180 minutes
Activity 3	The Weekend	180 minutes
Activity 4	My Favourite Pastimes	180 minutes
Activity 5	Watching Television	180 minutes
Activity 6	At the Park	300 minutes

Prior Knowledge Required

- basic vocabulary associated with pastimes, leisure activities, places of entertainment and school life
- familiarity with a variety of writing in simple form
- experience in planning and doing oral presentations
- ability to express ideas, feelings, opinions
- present tense of regular verbs, and frequently-used irregular verbs such as: *to like, to want, to have, to do, to be*
- verbs in negative constructions
- ability to apply knowledge of simple vocabulary and language structures through reading

Unit Planning Notes

- The teacher gathers resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- The following teaching/learning strategies will be used: brainstorming, oral communication, memorizing, collaborative/co-operative learning, structured writing, note-taking, performing, reading response, student/teacher conferencing, recognizing and using appropriate language structures and vocabulary, and using computer software, CD-ROMs, and the Internet.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- conferencing: student/teacher conferencing
- paper and pencil quizzes: teacher-made
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments, peer assessment, listening comprehension tests

Summative Evaluation

- performance: formal written assignment, oral presentations, quizzes, listening comprehension activities, dictations

Resources

Print

Best, Shirley. *¡Todos ganan!.* Portland: J. Weston Walch, 1985. ISBN 0-8251-0251-0

Dreke, Michael, Wolfgang Lind, and Margaret Schluback-Ruping. *Español en parejas*. Berlin: Langensheidt, 1991. ISBN 3-468-49998-1

Frobose, Mark. *Relatos divertidos*. Portland: J. Weston Walch, 1988. ISBN 0-8251-1303-2

Giannetti, George. *The Spanish Teacher Book of Lists*. Portland: J. Weston Walch, 1989. ISBN 0-8251-1503-5

Giannetti, George. *Un Calidoscopio de palabras*. Portland: J. Weston Walch, 1987. ISBN 0-8251-1211-7

Juntos. New Jersey: Prentice-Hall, 1997. ISBN 0-13-838905-5

Lennon, Patricia and Douglas E. Moore. *Sígueme*. New York: Proficiency Press Co., 1993. ISBN 1-879279-07-X

León, Vicki. *70 Spanish Activities*. Portland: J. Weston Walch, 1984. ISBN 0-8251-0248-0

Marion, Caroline. *Bravo*. Portland: J. Weston Walch, 1989.

McConnell, Mary. *Snappy Starters*. Portland: J. Weston Walch, 1991.

Morrow, Patricia. *Buscapalabras en español*. Portland: J. Weston Walch, 1991. ISBN 0-8251-1873-5

¿Qué tal? London: Mary Glasgow Magazines-Scholastic, 1999. ISBN 0033-5940

Repaso. Lincolnwood: NTC, 1997.

Sacks Da Silva, Zenia. *Persona a Persona 1.* New York: MacMillan Publishing Co. Inc., 1982. ISBN 0-02-270230-X

Sacks Da Silva, Zenia. *Usted y yo*. New York: MacMillan Publishing Co. Inc., 1969.

Samaniego, F., M. Carol Brown, Patricia Hamilton Carlin, Sydney E. Gorman, and Carol Sparks. *¡Dime! Uno.* Lexington: D.C. Heath and Company, 1997. ISBN 0-669-43328-4

Small, Albert H. *Spanish à la cartoon*. Lincolnwood: Passport Books, 1996.

Snyder, Barbara. *Spanish Vocabulary-Lotería.* Lincolnwood: NTC, 1984.

Stauback, Charles N., Adalberto M. Guerrero, and Alejandrina M. Bonilla. *Lengua Activa 1*. Lexington: Ginn and Company, 1975. ISBN 0-663-31124-1

Terrell, Tracy D., Elías Miguel Muñoz, Linda Paulus, Mary Rogers, Barbara Snyder, Eduardo and Kathleen Kirk. *¡Bravo! 1*. McDougal Littell/Houghton Mifflin, 1995. ISBN 0-8123-8700-7

Valette, Jean-Paul and Rebecca Valette. *Spanish for Mastery 1*. Lexington: D.C. Heath and Company, 1984. ISBN 06172-7

Technological

Batalla de palabras. Roanoke: Gessler Publishing Co., Inc., 1987. (software)

Brown, Paul S. *Spanish Emergency Lesson Plans*. New York: Gessler Publishing Co., 1992. (video)

Chamorin, Gérard C. and Antonio Gomez. *Caminando*. Roanoke: Gessler Educational Software, 1991. (software)

Gaiero, Robert D. *Spanish, Bit by Bit* 1, 2, 3. St. Catharines: Tutor Enterprises, 1996. (software)

Gordon, Cheryl and Ana Luisa Solas-Porras. *Survival Spanish.* New York: Gessler Publishing Co., 1992. (video)

Portwood, Gene and Lauren Elliot. *¿Dónde está Carmen Sandiego*? Madrid: Broderbund, 1990. (software)

Spanish Contest. Hamilton: Tralco Educational Services Inc., 1994 (software)

Spanish for Everyone. CD-ROM. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3

Internet

Activity 1: School Subjects

Time: 180 minutes

Description

In this activity, students learn to name the school subjects and correlate them to a timetable. They further develop their communication skills through dialogues. Students also become familiar with useful computer terminology and at least one computer software program.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
WR1.01 - write complete but simple sentences using basic vocabulary and language;
WR1.02 - write answers to simple questions.

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- numbers 0-31 (as they relate to time)
- fractions (as they relate to time)

Grammar and Language Knowledge

- simple prepositions and articles (e.g., *en la clase, sobre el escritorio*)

Planning Notes

- The teacher supplies copies of two sample timetables in the international language.
- The teacher supplies copies of a blank timetable.
- The teacher prepares a game (e.g., bingo-, concentration-, lotería- type) to introduce computer terminology.
- The teacher books the computer lab, or similar facility.
- The teacher chooses available an appropriate software program (theme-based or grammar-oriented).

Teaching/Learning Strategies

1. Whole class: Using one (or two) sample timetable(s) with the subjects listed in the language of study, the teacher presents the new vocabulary and follows it by asking simple content questions based on the information presented.
2. Individual: Students fill out a blank timetable in the language of study that corresponds to their own individual timetable. *Alternative for Open level: Class fills out timetable with the teacher.*
3. Small group: Students ask each other simple questions based on their timetables.
4. Pair: Students create a dialogue about some confusion arising from one of their timetables. For example, what days they have Spanish class. *Alternative for Open level: The teacher models structured dialogue.*
5. Whole class: Students present their dialogues to the class.
6. Whole class: Game – Introduce useful computer terminology such as *monitor, printer, modem*, etc. in a game such as bingo, concentration, lotería. (*¡Dime1!*, p. 81)

7. Whole class: Trip to Computer Lab – The teacher conducts a quick review of computer terminology, and students use a relevant software program to review grammar knowledge of simple prepositions and articles, and consolidate the theme-based vocabulary of school subjects. *Alternative for Open level: The teacher provides more direction in the computer lab.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Communication	OL1.01, OL1.02, OS1.01, OS1.02	Observation Checklist	Students respond to teacher's and peers' questions about timetables.
Application Communication	OL1.01, OS1.01, OS1.02, RE1.01, RE1.02, WR1.01, WR1.02	Rubric for written and oral presentation	Students create and present a dialogue based on timetable confusion.
Thinking/Inquiry Application	RE1.03, WR1.01, GL1.02, GL1.09	Roving conference	Students use software program to practise and demonstrate their knowledge of grammar and vocabulary.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks, for example, matching a native and non-native speaker.
- Allow more or less time to complete tasks.
- Permit cue cards during dialogues.
- To add enrichment, have students create more complex dialogues.

Resources

Print

dictionaries

textbooks

Technological

a relevant software program based on school subjects or language knowledge (such as simple prepositions and articles)

Activity 2: School Life

Time: 180 minutes

Description

In this activity, students learn vocabulary associated with the different areas of the school, label a floor plan, design a floor plan for an imaginary school, and decide on the characteristics of good students and/or good teachers. Students write descriptive paragraphs.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);
WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries).

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- numbers and fractions (as they relate to time)
- descriptive adjectives

Grammar and Language Knowledge

- simple prepositions and articles (*en la biblioteca, a la cafetería*)
- expansion of descriptive adjectives

Planning Notes

- The teacher supplies copies of the floor plan of the school.
- The teacher prepares quiz on the vocabulary of the unit.
- The teacher provides dictionaries.
- The teacher prepares a model paragraph describing whether a fictional TV character would be a good teacher or a good student.
- The teacher prepares rubrics and checklists necessary for evaluation.

Teaching/Learning Strategies

1. Whole class: The teacher presents the vocabulary associated with the different areas of the school. Students repeat and copy the words, then write a complete sentence using some of the words.
2. Whole class: Interview of teacher, who presents himself/herself as an imaginary exchange student to the class. Class prepares and asks simple questions about the identity and the background of this new student. The new student is confused about his/her timetable and wants to know such details as: What time is my English class? Who is my History teacher? Where is my French class?
3. Pair: Students label the floor plan of their school using the new vocabulary. *Alternative for Open level: The teacher and class label floor plan together using overhead projector.*
4. Individual: Students design and label the floor plan of an imaginary school.
5. Pair: Students exchange floor plans and provide feedback to their partner by asking simple questions about locations within the school.
6. Whole class: Quiz on vocabulary of school areas. *Alternative for Open level: multiple choice quiz on vocabulary.*
7. Whole class: The teacher asks questions about what kind of students they are and what their teachers are like (review and expansion of descriptive adjectives).
8. Small group: Students draw up a list of the characteristics of good students and good teachers. Using the overhead projector, chart paper or blackboard, groups take turns writing two or three descriptive adjectives describing good students or good teachers. Bilingual dictionaries may be used.
9. Individual: Each student selects a character from television and, using a model provided by the teacher, writes a short paragraph (six to eight sentences) describing why this TV character would or would not be a good student or teacher. This paragraph is handed in for formal written assessment.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OS1.01, WR1.01	Observation	Students pronounce and spell the new vocabulary items and use them in sentences
Thinking/Inquiry Communication	OL1.02, OL1.03, OS1.02, OS1. 03, GL1.02	Observation	Students interview an imaginary exchange student
Application Communication	OL1.02, OS1.02, RE1.04, WR1.03, WR1.04	Checklist	Students design and label the floor plan of their imaginary school, exchange floor plans with a partner and ask questions
Knowledge/ Understanding	RE1.03, WR1.03, GL1.02, GL1.09	Quiz	Students label a similar floor plan distributed by the teacher
Communication Knowledge/ Understanding	OL1.02, OS1.02, RE1.01, WR1.01, GL1.05	Checklist	Students prepare list of adjectives of good teachers and students
Thinking/Inquiry	RE1.01, WR1.01, WR1.03, GL1.05	Rubric for written assessment	Students write a paragraph on TV character

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow students more time to complete tasks (floor plan, paragraph, etc.).
- Group students to assist with tasks.
- Reduce or increase required elements for imaginary school and/or for the formal written assignment.
- Simplify terminology.
- Allow an alternative to written assignment, for example, a guided paragraph.
- To add challenge, have students draw and label a more detailed floor plan, adding descriptive adjectives.

Resources

Print

textbook

dictionaries

Activity 3: The Weekend

Time: 180 minutes

Description

In this activity, students further expand their vocabulary and oral/aural communication skills as they learn words associated with place names. They discuss their favourite places to go on the weekends, compare their choices with those of other classmates, and create dialogues about their weekends. They read a selected passage on weekends and answer comprehension questions.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
WR1.01 - write complete but simple sentences using basic vocabulary and language;
WR1.02 - write answers to simple questions.

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- partitive articles with nouns
- verbs present tense-negative

Grammar and Language Knowledge

- use of the immediate future (*to go* + infinitive)
- *to go* + place names

Planning Notes

- The teacher supplies copies of a reading passage based on the theme of the weekend and prepares corresponding comprehension questions.
- The teacher prepares checklist for written assignment and rubric for oral presentation.

Teaching/Learning Strategies

1. Whole class: The teacher introduces the vocabulary of place names such as: restaurants, stores, parks, theatres, cinemas, etc. by asking the students where they go on the weekend.
2. Small group: Each student names his/her two favourite places to go on the weekend and one student records the results.
3. Whole class: Each group reports its results to the class. These results are tabulated on the board/overhead to determine the most popular and least popular places for teenagers.
4. Pair: Students create a dialogue in which they discuss going to visit two or three places on the upcoming weekend. *Alternative for Open level: The teacher models dialogue with students, who follow this example to create their own.*
5. Whole class: Students present their dialogues to the class. *Alternative for Open level: Students read their prepared dialogues.*
6. Individual: Students read a selected passage based on the theme of weekend activities, followed by comprehension questions (*Spanish for Mastery 1,* pp. 242-243). *Alternative for Open level: Students listen to a selected passage and answer True or False questions.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OL1.02, OS1.01, GL1.09	Observation	Students brainstorm favourite weekend places
Knowledge/ Understanding	OL1.01, OS1.01, OS1.02, WR1.01, GL1.04	Observation	Students record list of favourite places
Communication Application	OL1.01, OL1.02, OS1.01, OS1.02, WR1.01, WR1.02, GL1.04	Rubric for oral presentation	Students create and present a dialogue
Thinking/Inquiry	RE1.01, RE1.02, RE1.03, WR1.01, GL1.04	Checklist for written assignment	Students read and answer questions on reading passage

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Allow a dictionary for reading passage.
- Reduce or increase required elements for dialogue.
- To add enrichment, have students look up information on places to visit in the country of the language of study for their dialogue.

Resources

Print

Spanish for Mastery 1

dictionaries

reading passage

Activity 4: My Favourite Pastimes

Time: 180 minutes

Description

In this activity, students further develop their oral/aural communication skills as they learn the vocabulary associated with pastimes. They discuss their likes and dislikes with the class and in groups, read a selected dialogue on these activities, with a multiple choice quiz. Finally they present a family member's likes and dislikes to the class.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
WR1.01 - write complete but simple sentences using basic vocabulary and language;
WR1.02 - write answers to simple questions.

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- partitive articles with nouns
- verbs present tense-negative

Grammar and Language Knowledge

- adverbs used to modify verbs
- adverbs used to modify adjectives (e.g., expressions of frequency: *mucho, a veces, nunca,* etc.)

Planning Notes

- The teacher supplies copies of the selected dialogue or short story based on the theme of pastimes.
- The teacher prepares a multiple choice quiz.
- The teacher prepares a word search on the vocabulary of pastimes.
- The teacher prepares rubrics for oral presentation and peer assessment.

Teaching/Learning Strategies

1. Whole class: The teacher and students brainstorm a list of basic vocabulary associated with pastimes. Students record it in their notebooks. *(¡Dime 1!* p. 117)
2. Pair: Students discover what pastimes they like/dislike by asking each other simple yes/no questions such as: "Do you like going to restaurants?" and making a note of the answers.
3. Small group: Pairs of students join with one or two other pairs and discuss their findings with other members of their group.
4. Whole class: Students do word search on vocabulary of pastimes.
5. Individual: Students choose a member of their family and describe his/her favourite/least favourite pastimes. (In order to organize their thoughts, students are encouraged to write their descriptions. This also will facilitate memorization). *Alternative for Open level: Students write a brief description, but are not required to memorize it.*
6. Whole class: Students do a brief oral presentation to the class, using their notes to describe a favourite or least favourite pastime.
7. Individual: Students read silently a teacher-selected dialogue or short story based on this theme of pastimes.
8. Whole class: The teacher verifies comprehension with a multiple-choice quiz.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OL1.02, OS1.01, GL1.07	Observation	Students brainstorm useful vocabulary with the teacher's help
Knowledge/ Understanding Communication	OL1.01, OS1.01, OS1.02, GL1.07, GL1.08	Observation	Students interview each other on likes and dislikes
Knowledge/ Understanding	RE1.01, WR1.01	Word search	Students reinforce knowledge of vocabulary by completing word search
Knowledge/ Understanding	RE1.01, RE1.03, RE1.04, WR1.02	Multiple-choice quiz	Students read sight passage
Application	OL1.01, OL1.02, OS1.01, WR1.01, GL1.10	Rubric for written assignment	Students write a description of a favourite/least favourite pastime
Communication Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, RE1.02	Rubric for oral presentation	Students orally describe their pastime to members of the class

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more or less time to complete task.
- Group students to assist with tasks.
- Allow students to refer to written notes during oral presentation.
- Permit notes during paper and pencil quiz.
- To add challenge, have students do a more extensive oral presentation, including more pastimes and/or interviewing more people.

Resources

Print

¡Dime 1!

dictionaries

Activity 5: Watching Television

Time: 180 minutes

Description

In this activity, students further develop their oral/aural communication and writing skills through the discussion of their favourite TV shows. They classify them according to genres, track their TV viewing habits and tabulate the amount of time spent watching TV. As a culminating activity, they graph the results and draw conclusions.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
WR1.01 - write complete but simple sentences using basic vocabulary and language;
WR1.02 - write answers to simple questions;
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- numbers 0-31 (as they relate to time)

Grammar and Language Knowledge

- how to tell time is reviewed
- numbers 1-100 are taught or reviewed
- present tense of the verbs such as to like, to want, to be and to watch

Planning Notes

- The teacher prepares an overhead transparency listing the various TV programs.
- The teacher provides a sample TV listing in the language of study.

Teaching/Learning Strategies

1. Small group: Each group chooses its top five TV programs.
2. Whole class: The teacher writes the different genres of TV shows on the board/overhead. Students name their shows and match them to the various categories of genres.
3. Whole class: The teacher provides a sample TV listing in the language of study and asks the students simple questions based on the time, name and genre of the show, following a game format. (Class could be divided into teams.)
4. Individual: The student tracks his/her TV viewing habits for one full week and records the names of the shows with the genres, and the number of hours of each show in chart form. The student calculates the total number of hours spent watching TV per week.
5. Small group: Students compile the information from the individual results of Strategy 4, and this information is displayed in graph form (total hours on the left, genres across the bottom of the graph).
6. Whole class: Each group presents its graph to the rest of the class and conclusions are drawn from the information presented.

Assessment/Evaluation

Categories	Expectations	Tools	Activities
Communication	OL1.01, OL1.02 OS1.01	Observation	Students classify TV shows by genre
Knowledge/ Understanding Application	OL1.01, OS1.01, OS1.02, RE1.01	Game format	Students answer questions/play game based on TV listings
Thinking/Inquiry	WR1.01, WR1.02, WR1.03	Chart	Students track weekly viewing habits
Thinking/Inquiry	WR1.01, WR1.03	Graph	Students create graph based on results of information obtained
Knowledge/ Understanding Communication	OL1.01, OS1.01, 02	Rubric for oral presentation	Students present graph to the class

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more or less time to complete tasks.
- Group students to assist with tasks.
- Reduce or increase the required elements for viewing habits or graphs.
- The teacher assists in the reading of numbers higher than one hundred.
- To add challenge, have students report additional information on shows watched.

Resources

Print

dictionaries

TV listings magazines in the language of study or in English

Activity 6: At the Park

Time: 300 minutes

Description

Students are introduced to the theme of natural parks and theme parks. They expand their vocabulary to include words associated with nature, parks and theme parks. They read about one famous natural park. Afterwards, they research a park, natural or thematic, and prepare a tourist brochure about it.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);
WR1.01 - write complete but simple sentences using basic vocabulary and language;
WR1.02 - write answers to simple questions;
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);
WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);
WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- definite articles with nouns
- interrogative pronouns
- word order in simple sentences
- subject verb agreement
- numbers 0-100
- expressions of quantity
- partitive articles with nouns
- descriptive adjectives
- common conjunctions

Grammar and Language Knowledge

- present tense of verbs such as: *to be, to have, to see, to visit, to go*
- descriptive adjectives

Planning Notes

- The teacher prepares a multiple-choice questionnaire on famous natural parks (which could include theme parks such as Disneyland).
- The teacher selects a reading passage on a famous national park.
- The teacher books the library resource centre and/or computer lab for research purposes.
- The teacher prepares rating scales, rubrics for evaluation.

Teaching/Learning Strategies

1. Whole class: The teacher distributes a multiple-choice questionnaire on famous national parks, which will be taken up with the class. *(¡Dime 1!* p. 132)
2. Whole class: The teacher and students brainstorm vocabulary associated with natural parks and theme parks. The students record this vocabulary in their notebooks.
3. Small group: Students take turns reading aloud a passage on a famous national park.
4. Whole class: The teacher asks comprehension questions and students answer orally. *Alternative for Open level: The teacher verifies comprehension using a True or False or multiple choice activity.*
5. Pair: Students research a famous natural, national or theme park, preparing a project in the form of a tourist brochure with some or all or the following information:
   - location and size of park
   - small scale or large scale map with a legend
   - main features/attractions of the park
   - different activities available
   - cost
6. Pair: Students present their brochures to the class and answer any relevant questions. Brochures are displayed on bulletin board. *Alternative for Open level: students read their information.*

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OS1.01, GL1.04, GL1.05	Quiz	Students complete multiple-choice questionnaire
Communication	OL1.01, OL1.02, OS1.01, RE1.01	Observation	Students brainstorm vocabulary with the help of the teacher
Knowledge/ Understanding	OL1.01, OL1.02, OS1.01, OS1.02, RE1.02, RE1.03, GL1.04, GL1.05	Rating scale	Students read aloud a passage on a national park and answer questions
Thinking/Inquiry Application Knowledge/ Understanding	RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.03, WR1.04, WR1.05, GL1.04, GL1.05	Rubric for written assignment	Students gather information on a famous national or theme park and create a brochure
Communication	OL1.01, OL1.02, OS1.01, OS1.02, RE1.02	Rubric for oral presentation	Students present orally the information gathered

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more or less time to complete tasks.
- Group students to assist with tasks.
- Allow students to rely on cue cards during oral presentation.
- Allow use of a dictionary during reading passage.
- Reduce or increase required elements for the project.

Resources

Print

¡Dime 1!

dictionaries

relevant print resources on famous parks

Technological

relevant technological resources on famous parks

relevant software programs (e.g., *Hypercard*) for creation of brochures

Internet

Unit 4: On The Move

Time: 18 hours

Unit Description

Students chart their weekly activities and prepare a personal agenda. They begin to look at the geographical locations where the language of study is spoken, and explore typical daily schedules in some of those regions. They act out a scene about planning an activity with a friend on the phone, participate in choosing a film from a list, and plan and write a short magazine article based on an interview. A variety of assessment opportunities provide continuous feedback to the teacher on the students' developing skills and knowledge. The unit activities lay the foundation for more in-depth exploration of travel plans in the following unit.

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08. GL1.09, GL1.10.

Activity Titles (Time + Sequence)

Activity 1	My Schedule	150 minutes
Activity 2	Austria, Germany, Switzerland	150 minutes
Activity 3	My Classmates	150 minutes
Activity 4	Out and About	180 minutes
Activity 5	Let's Pick a Movie	180 minutes
Activity 6	What, When, Where	270 minutes

Prior Knowledge Required

- basic knowledge of geography
- words associated with pastimes, places, school disciplines
- present tense of regular verbs and some irregular verbs
- verbs in simple negative constructions
- interrogative pronouns
- simple prepositions and articles

Unit Planning Notes

- The teacher gathers resources.
- The teacher refers to the Achievement Chart – International Languages, Level 1 and Level 2, on page 45 of *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999,* to establish the criteria for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, vocabulary) required for the successful completion of the tasks in this unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- The following teaching/learning strategies are used: brainstorming, problem-solving, memorizing, collaborative/co-operative learning, interviewing, Internet research, simulating and performing, note making, and communication strategies which include questioning and answering in German, participating in class discussions, and organizing information in chart form.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- paper and pencil test: teacher-made
- performance: presentations, simulations, written assignment, graphic organizer
- tools: checklists, rating scales, rubrics, tests, peer editing, guided composition, oral portfolios (samples of student speaking kept on audiotape or videotape) and written portfolios

Summative Evaluation

- culminating activities
- conferences with teacher
- rubric assessments

Resources

Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1.* Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2.* Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 1.* Surrey: Thomas Nelson and Sons Ltd., 1993 ISBN 0-17-439785-2

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1.* Leeds: E.J. Arnold and Son Ltd., 1987. ISBN 0 560-15001-6

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2.* Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1.* London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Kraft, Wolfgang S. *Deutsch Aktuell 1.* St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1449-9

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47122-2

Technological

Computer Programs: *CorelDRAW*™ and Clip Art

Practice Makes Perfect. CD-ROM. Knoxville, TN, USA: The Learning Company.

The Rosetta Stone. CD-ROM. Harrisonburg, VA, USA: Fairfield Language Technologies, ISBN 1-58022-022-3

German for Everyone. CD-ROM. Cambridge, Mass: The Learning Company,1997. (2 disks)

Internet

Video series *Alles Gute*, c/o Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, 1989.

Web site: www.Im-media.com/videos (free loan videos in German)

Community

Consulate General of the Federal Republic of Germany in Toronto

Goethe Institut, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

School and Public Libraries

Unit 5: On The Go

Time: 16 hours

Unit Description

The focus of this unit is vocabulary acquisition and its application in simple travel situations. Students use the language of study to explore the world of leisure and travel, with specific reference to the countries in which the language is spoken. Students learn vocabulary associated with transportation, directions, and geography. Evaluation is diverse and enables students to demonstrate their abilities in all skill areas. Some research and organizational activities, balanced with practical ones such as applying for a student card and passport, increase students' knowledge, skills, and cultural awareness.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03. WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07. GL1.08, GL1.09. GL1.10.

Activity Titles (Time + Sequences)

Activity 1	Where Are We Going?	160 minutes
Activity 2	How Do We Get There?	160 minutes
Activity 3	Filling Out an Application	110 minutes
Activity 4	The Geography of Italy	210 minutes
Activity 5	Making Reservations and Getting Ready to Go	160 minutes
Activity 6	We're Off!	160 minutes

Prior Knowledge Required

- the present conjugation of irregular verbs such as *to go* and *to do/to make*
- familiarity with formal and informal address
- simple prepositions
- the forms of the definite article
- some knowledge of common regular verbs in present tense

Unit Planning Notes

- The teacher contacts government tourist agencies (e.g., Consulate General of Italy, Toronto; Ente Nazionale Italiano per il Turismo, Montreal) to obtain maps, tourist guides, posters, and application
- forms (i.e., for passport, driver's licence, etc.).
- The teacher and/or students bring in, whenever possible, old plane or bus tickets (or Oggi in Italia, p. 397) from prior trips to the country of the language of study to be photocopied and used in vocabulary exercises and in oral activities.
- The teacher refers to the Achievement Chart – International Languages, Level 1 and Level 2, on page 45 of *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999,* to establish the criteria for the assessment of student learning throughout the unit.
- The teacher may organize a field trip to a local ethnic centre (e.g., Little Italy, Toronto). Check Community Resources and newspapers for special events that may be taking place.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit the following teaching/learning strategies are used: collaborative learning, simulating and performing, questioning, speaking Italian in small groups, participating in class discussions and simple written activities.

Assessment and Evaluation

Diagnostic and Formative Evaluation

- observation: formal and informal
- performance: projects, role-playing
- tools: tests and quizzes, rubrics

Summative Evaluation

- performance: written assignments/tests, oral presentations, listening comprehension tests
- conferences with teacher
- rubric assessments

Resources

Print

Cristinziano, Armando and Mastrangelo, Rocco. *Quaderni di Temi Pratici, 1ma Serie* Toronto: The Board of Education for the City of North York, 1983.

Danesi, Marcel. *Learn Italian the Fast and Fun Way* United States: Baron's Educational Series, Inc., 1985. ISBN 0-8120-2854-6

Federici, Carla and Carla Larese Riga. *Ciao!* Canada: CBS College Publishing, 1986. ISBN 0-03-069333-0

Gavazzi, Elena and Paolozzi Giacomo Vittorio. *Le regioni d'Italia*. Italy: Istituto Geografico De Agostini S.p.A., 1990.

Merlonghi, Franca Celli, Merlonghi, Ferdinando, and Tursi, Joseph A. *Oggi in Italia,* Fourth Edition United States: Houghton Mifflin Company, 1991. ISBN 0-395-43223-5

Technological

Italian for Everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997. ISBN 0-7630-1492-3

Microsoft Encarta Encyclopedia. CD-ROM.

Internet, http://webhome.idirect.com/~omlta

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.
Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429. http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

Activity 1: Where Are We Going?

Time: 160 minutes

Description

Students learn and use vocabulary related to places where they spend their leisure time (e.g., *il cinema, il ristorante*). This vocabulary serves as a foundation for other activities in this unit. Students also learn the forms of simple and contracted prepositions (e.g., *allo stadio, dalla biblioteca*), and consolidate the use of the present tense.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
WR1.01 - write complete but simple sentences using basic vocabulary and language;
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- the verbs *to go, to do/make,* and *to like* in the present tense
- the use of the definite article
- simple prepositions

Grammar and Language Knowledge

- use of articles with nouns
- contracted prepositions (e.g., *alla, dal*)
- present tense of regular verbs and frequently used irregular verbs
- vocabulary for leisure and places
- idiomatic expressions

Planning Notes

1. The teacher provides the students with city maps. Italian maps can be obtained from the *Ente Nazionale Italiano di Turismo* or the Italian Consulate in Toronto. Local city tourist maps may be obtained from city hall.
2. The teacher creates a list of places to spend leisure time for a listening quiz.
3. The teacher provides reading passages (see list of print resources in unit overview) that contain the vocabulary for leisure activities and the articulated prepositions.

Teaching/Learning Strategies

1. Pair: students read the text provided to practise the vocabulary of leisure activities and contracted prepositions in context. With the teacher's assistance, students create a chart of the articulated prepositions.

	il	**lo**	**l'**	**i**	**gli**	**la**	**le**
a	*al*	*allo*	*all'*	*ai*	*agli*	*alla*	*alle*
in	*nel*	*nello*	*nell'*	*nei*	*negli*	*nella*	*nelle*
(etc.)							

2. Whole group: On the map provided, students identify the locations of leisure activities (e.g., *lo stadio, il teatro*). Students then practise using the forms of the verb *to go* with the new vocabulary, relating where they are going today.
3. Whole class: The teacher questions students on places to spend leisure time, and students select answers from a list.
4. Pair: Students create a short dialogue in which they make plans for an evening out. *Alternative for Open level: teacher may provide sample dialogue that students can use as a model.*
5. Individual/Whole group: Students write a note to give to a classmate in which they propose plans for the weekend. The teacher then collects the notes in a hat and has the students choose one to which they respond with other suggestions for the weekend plans.
6. Individual: Students collect drawings and magazine clippings to create a collage of places to spend leisure time, and use the newly-acquired vocabulary to identify them.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication Knowledge/ Understanding	OL1.01, OL1.02	Listening quiz	The teacher asks questions orally, e.g., Where do you go to see a film? eat?, etc. Students select answers from list.
Communication	OS1.01, OS1.02, GL1.02, GL1.04	Rubric for oral presentation	Students present dialogue: Where are we going today?
Communication Application	RE1.03, WR1.01, WR1.03	Checklist	Students use newspapers and magazines to make and label a collage of places of leisure activity.
Communication Thinking/Inquiry	OS1.02, RE1.04, WR1.01, WR1.03, GL1.04, GL1.09	Rating scale Observation	Students write a note and respond to notes of other students about weekend plans.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students consult notes for oral presentation.
- Students use word banks when doing vocabulary test.
- Increase or decrease elements required in collage and written notes.

Resources

Print/Media

Newspapers

Authentic maps

Danesi, Marcel. *Learn Italian the Fast and Fun Way* (see pp. 133 - 155)

Merlonghi, Franca Celli, Ferdinando Merlonghi, and Joseph A. Tursi. *Oggi in Italia*, Fourth Edition (see pp. 49-51 and Lezione 3)

Technological

CD-ROM: *Italian for Everyone*

Activity 2: How Do We Get There?

Time: 160 minutes

Description

Students learn vocabulary used for transportation and directions. They practise these newly acquired words and, adding vocabulary studied in the last activity, they describe their leisure time outings. Students also learn how to form adverbs from the adjectives previously learned in Unit 2.

Strands(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);
RE1.02 - read aloud with expression to develop standard pronunciation;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
WR1.02 - write answers to simple questions.

Prior Knowledge Required

- regular adjectives
- vocabulary for leisure activity destinations
- simple and articulated prepositions

Grammar and Language Knowledge

- use of articles with nouns
- simple prepositions, articulated prepositions (e.g., *alla, dal)*
- present tense of regular and frequently used irregular verbs
- adverbs used to modify verbs
- vocabulary for leisure, directions and transportation
- idiomatic expressions

Planning Notes

- The teacher collects copies of bus/train schedules from the country of the language of study (or *Oggi in Italia*, p. 53) and city maps for the students.
- The teacher prepares cloze exercise on vocabulary associated with transportation.
- The teacher prepares a list of regular adjectives, previously taught in Unit 2.
- The teacher supplies blank flash cards.
- The teacher finds/prepares a short reading passage with questions that introduces the new vocabulary and adverbs.

Teaching/Learning Strategies

1. Whole group: The teacher introduces vocabulary required in giving directions by having students move about the class (e.g., *two steps forward, turn right, go straight, turn left,* etc.). *Alternative for Open level: have a small "spot prize" hidden in a certain location. The student closest to the spot prize at the end wins that prize.*
2. Individual: Student describes how to get from point A to point B using the present tense of verbs (e.g., *to go, to turn).*
3. Individual: The teacher hands out list of regular adjectives (previously taught in Unit 2). Students change these adjectives into the feminine form. They create a list of adverbs by adding the suffix *'-mente'* to each feminine adjective. (e.g., *lenta → lentamente; rara → raramente*) Students practise these adverbs by putting them in complete sentences.
   Note: The teacher points out some exceptions to the rule (e.g., *facilmente, regolarmente*).
4. Whole group: The teacher introduces the vocabulary for the means of transportation and the required prepositions. Students use bus/train schedules from the country of the language of study to practise the vocabulary and structures.
5. Small group: Students create a short oral dialogue based on travel situations. (e.g., *at the airport, train station, on the bus*), incorporating new vocabulary and some adverbs into the dialogue. *Alternative for Open level: teacher may provide model dialogue.*
6. Pair: One student creates a series of leisure activity destination (local or international) vocabulary flashcards, while the partner creates a set of vocabulary cards for the means of transportation. The first student will present a leisure card and the second student must respond quickly with an appropriate transportation card and an oral explanation, e.g., *I go to school by bus.*

7. Pair: The teacher interviews pairs of students who read a short passage aloud and answer general questions on how they spend their leisure time.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Communication	OL1.01, OL1.02, GL1.02, GL1.09	Observation	The teacher gives oral directions that students must follow to arrive at the appropriate destination.
Application	WR1.02, GL1.01, GL1.02	Cloze exercise	Students complete a fill-in-the-blank sheet, e.g., I take the _____ to go to the movies and the _____ to get to the airport.
Communication Application	OS1.01, OS1.02, GL1.01, GL1.02, GL1.03, GL1.07, GL1.08, GL1.09.	Rubric for oral presentation	Students create a short dialogue discussing what they do on holiday and how they get there.
Thinking/Inquiry Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.02, RE1.03, RE1.04	Observation	The teacher conducts a short interview with pairs of students, having them read aloud a short passage related to the unit and answer general questions about what they do when they go out with friends.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Use gestures with verbal cues when teaching vocabulary for directions.
- Group students of varying abilities together.
- Native speakers and gifted students may be required to perform semi-spontaneous oral presentations.
- Use peer-evaluators in conjunction with the rubric for oral presentations.

Resources

Print/Media

Federici, Carla and Larese Riga, Carla. *Ciao!* (p.113)

Merlonghi, Franca Celli, Ferdinando Merlonghi, and Joseph A. Tursi. *Oggi in Italia*, Fourth Edition (pp. 53, 386-387, 397)

Maps, bus/train schedules and tickets

Technological

CD-ROM: *Italian for Everyone*. The Learning Company.

Activity 3: Filling Out an Application

Time: 110 minutes

Description

In this activity, students use authentic materials as a model to create identification cards and/or passports. This activity serves as a springboard for discussion of the use of the *carta d'identità* in Italy. These mock pieces of identification may be used in Activity 6.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing.

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);
WR1.02 - write answers to simple questions;
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes).

Prior Knowledge Required

- adjectives, adverbs
- gender and number agreement
- vocabulary for describing oneself
- colours, dates, size

Grammar and Language Knowledge

- some irregular verbs (e.g., *to be born*)
- vocabulary related to filling out application forms

Planning Notes

- The teacher obtains a copy of application forms (e.g., passport, driver's licence, identification card) from the Italian Consulate in Toronto.
- The teacher provides appropriate supplies for the students to create a mock piece of identification.
- The teacher instructs students to bring in a wallet-sized photo for their piece of identification.
- If the teacher wants students to use a word-processing or graphics program to create this piece of identification, he/she may want to book time in the Library/Resource Centre or Computer Lab.
- The teacher creates rubric for the evaluation of the mock piece of identification.

Teaching/Learning Strategies

1. Whole class: The teacher introduces new vocabulary of the unit, irregular verbs and expressions required for students to talk about themselves (nationality, date, and place of birth, physical attributes, interests).
2. Pair/Small group: Students introduce themselves to one another, each giving a brief personal description. Partners then join up with another pair and each student introduces his/her partner to the others in the group.
3. Individual: Students complete application form(s) given by the teacher. Students then create their own mock identification card, student card, or passport based on a model given by the teacher.
4. Pair: Students create a short oral dialogue where someone is seeking information on how to apply for one of the aforementioned documents.
5. Whole group: Students compare the use of the *carta d'identità* in Italy and a similar document in their country of birth. With the help of the teacher, students identify orally freedoms and limitations in society (e.g., driving age, voting, drinking alcohol, curfews), and list them in their notebooks.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Application	RE1.01, RE1.03, RE1.04, WR1.02, WR1.03, GL1.09	Application form quiz	Students complete application form.
Application Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, GL1.02, GL1.03, GL1.04, GL1.05, GL1.09, GL1.10	Rubric for oral presentation	Students create a dialogue: e.g., Applying for a passport at the Consulate General of Italy.
Application Thinking/Inquiry	WR1.03, GL1.05	Rubric	Students create identification document.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Use application forms of varying difficulty to accommodate students of different abilities.
- Provide sample of work to be submitted.

Resources

Print

Cristinziano, Armando and Rocco Mastrangelo. *Quaderni di Temi Pratici, 1ma Serie* pp. 54-57

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Activity 4: The Geography of Italy

Time: 210 minutes

Description

Students learn the vocabulary for the cardinal points of the compass, the names of the regions, important cities, physical geography of Italy, and the names of its neighbours. Students do simple geographical research using a variety of print and technological sources.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);
WR1.02 - write answers to simple questions;
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);
WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);
WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- basic research skills using a variety of print and technological sources
- word order in simple sentences
- conjugations of regular verbs and some common irregular verbs in the present tense

Grammar and Language Knowledge

- vocabulary related to geography, travel, festivals

Planning Notes

- The teacher provides a blank map of Italy that has only the regional boundaries and rivers marked on it (see Appendix C-03).
- The teacher reserves research time in the computer lab and/or library and may arrange for *PowerPoint* training by computer teacher to enhance student presentations.
- The teacher and students may contact, if possible, friends or family in the country of the language of study for the students to use as authentic research sources.
- The teacher contacts the agencies listed under the Community Resources to obtain available information about Italy.
- The teacher instructs students to prepare necessary arts supplies for the research assignment.
- The teacher prepares small slips of paper, each with the name of a region or the name of an important city in Italy. (This will be used for putting the students into groups for the research assignment, therefore the number of slips will be determined by the number of students in the class.)
- The teacher develops a rubric for the evaluation of the research assignment.
- The teacher may want to visit the web sites listed to create an Internet quiz.

Teaching/Learning Strategies

1. Individual: Students label the regions, important cities, major rivers, mountain chains, oceans, and capital of Italy. *Alternative for Open level: Students label a limited number of the above elements.*
2. Small group: The teacher distributes the slips of paper with the name of a region or the name of an important city in Italy to each student. Based on the match between the region and the cities that are located in that region, working groups for the assignment are formed. With the assistance of the teacher/map/textbook, students complete the assignment outlined below.
3. Small group: Students find out information (e.g., geography, festivals) on the region of Italy that was chosen in the above activity. The students use printed materials, technological resources and the community (e.g., classmates, school staff, neighbours, friends/family, both here and abroad) to obtain information. The final product is an oral presentation and a short written assignment on one aspect of the region studied. *Alternative for Open level: Students create a poster to illustrate one aspect of the region studied.*
4. Whole group: Students prepare a game show-style quiz on the geography of Italy.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.1, RE1.03, RE1.04, RE1.05, WR1.05	Map quiz	Students label map.
Thinking/Inquiry Communication	OS1.01, OS1.02, OS1.03, RE1.05	Rubric for oral presentation	Students present orally information on region studied.
Application Knowledge/ Understanding	OL1.02, OS1.01, OS1.02, WR1.02	Quiz	Students ask and answer simple questions based on classmates' presentations.
Thinking/Inquiry Communication	WR1.01, WR1.04, WR1.05, GL1.01, GL1.02, GL1.04, GL1.08, GL1.09	Rubric for research assignment	Students write/up one or two things of interest in the region studied.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Reduce number of points to be labelled on the map quiz for students with difficulty in recalling information.

Resources

Print/Media

Gavazzi, Elena and Paolozzi, Giacomo Vittorio. *Le regioni d'Italia*

Merlonghi, Franca Celli, Ferdinando Merlonghi, and Joseph A. Tursi. *Oggi in Italia,* Fourth Edition (see Lezione preliminare)

Travel guides

Technological

Italian for Everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997.
ISBN 0-7630-1492-3

Microsoft Encarta Encyclopedia. CD-ROM.
Internet, http://webhome.idirect.com/~omlta

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193.
Fax (416) 977-5422. http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429. http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

Travel agencies

Activity 5: Making Reservations and Getting Ready to Go

Time: 160 minutes

Description

In this activity, students learn more about travel customs in the country(-ies) of the language of instruction, including vocabulary for preparing to go on a trip. They apply grammatical structures and vocabulary learned in the preceding activities to role play scenarios. The teacher and student may prepare a class excursion to a cultural site.

Strand(s) and Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);
WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);
WR1.02 - write answers to simple questions;
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);
WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- days of the week, months of the year, cardinal numbers for 1-60
- tourist sites in the countries studied
- some knowledge of the community resources listed

Grammar and Language Knowledge

- common conjunctions
- word order in simple sentences, gender, and number agreement in noun phrases
- vocabulary and expressions for leisure, travel, days of the week, months of the year, time of day
- idiomatic expressions

Planning Notes

- The teacher procures a train schedule of the country of the language of instruction.
- The teacher provides newspapers for class to check for cultural events (e.g., plays, festivals, movies) related to the language of study.
- The teacher finds/creates crossword of items needed when going on a trip.
- The teacher provides learning clock/exercise sheets to practise the vocabulary for telling time.

Teaching/Learning Strategies

1. Whole class: The teacher introduces vocabulary associated with going on a trip
2. Individual: Students complete crossword of items needed when going on a trip. *Alternative for Open level: students create list with teacher before completing crossword.*
3. Whole group: Based on the teacher's and/or students' travel experiences, the class brainstorms the types of reservations needed for travel (e.g., hotel, plane) in the country(-ies) of the language of study, how to make those reservations and the what happens when they are not made. A comparison may be made to reservation practices here.
4. Whole group: The teacher uses learning clock and exercise sheet to help reinforce the vocabulary for telling time.
5. Pair: Students use previously learned information on the country of the language of study and vocabulary for the days of the week, the months of the year, and telling time to role-play skits in which reservations are made. Scenario may include a misunderstanding or a difficult customer. *Alternative for Open level: teacher may provide a sample dialogue as a model.*
6. Pair: Students check newspapers for cultural events and create a list of possible outings.
7. Small group: Students investigate community resources to help organize a class cultural excursion.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Application	WR1.01, WR1.03	Checklist	Students make a list of items needed to prepare for a trip.
Communication	OL1.01, OL1.02, OS1.01, OS1.02, OS1.03	Rubric for oral presentation	Students present dialogue: e.g., Making reservations.
Thinking/Inquiry Application	OS1.01, OS1.02, RE1.01, RE1.03, RE1.05, WR1.04, WR1.05	Self-evaluation Group evaluation Checklist	Students, with the assistance of the teacher, organize a cultural excursion.
Knowledge/ Understanding	WR1.02, GL1.02, GL1.06, GL1.09	Quiz	Students answer questions; e.g., State the time indicated in the clocks shown. What time do you go to school? etc.

Accommodations

- Consult student's Annual and/or Individual Education Plan
- Increase/decrease elements required for dialogue, planning of cultural excursion.
- Provide models for activities.

Resources

Print/Media

Newspapers

Travel guides

Rail schedules

Technological

Italian for Everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997.
ISBN 0-7630-1492-3

Learn Italian the Fast and Fun Way. Barron's.

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5. Tel. (416) 977-2193.
Fax (416) 977-5422. http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
Tel. 1-800-482-59047. Fax (514) 392-1429. http://www.italiantourism.com

Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

Travel agencies

Rail guide (can be acquired from travel agency)

Activity 6: We're Off!

Time: 160 minutes

Description

In this activity, students further explore the country(-ies) of the language of study. They learn more about the tourist attractions and further hone their research skills by creating an itinerary for someone wishing to visit the country(-ies). This unit may culminate in a cultural excursion.

Strand(s) and Expectations

Strand(s): Oral communication, Reading, Writing

Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures;
OSV.01 - communicate orally in different situations and for different purposes, using basic vocabulary and language structures;
REV.01 - read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures;
WRV.01 - write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

OL1.01 - identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;
OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);
OL1.03 - identify cultural aspects of the international language (e.g., use of formal and familiar forms of address);
OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);
OS1.02 - use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);
OS1.03 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting);
RE1.01 - read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);
RE1.04 - respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);
RE1.05 - demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places);
WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);
WR1.03 - write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);
WR1.04 - use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);
WR1.05 - use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Prior Knowledge Required

- the geography and tourist attractions of Italy
- basic knowledge of a word processing and/or graphics program to create a travel itinerary

Grammar and Language Knowledge

- additional adverbs used to modify verbs
- word order in affirmative and negative sentences
- additional vocabulary for days of the week, months of the year, time of day, leisure, directions
- idiomatic expressions

Planning Notes

- The teacher and/or students bring in personal photos/videos from a trip to the country of the language of study. If these are not available, the teacher may try to procure a short travel video. (Check Community Resources.)
- The teacher contacts the *ENIT* (see Community Resources) well in advance for travel brochures and posters.
- The teacher and students procure necessary props/costumes for airport simulation.
- The teacher creates rubric for evaluating itinerary.

Teaching/Learning Strategies

1. Whole group: Students do brief descriptions of an exciting or desirable trip.
2. Pair: Students interview each other about what makes a trip good or bad.
3. Individual: Students create a collage of pictures or drawings of good and bad travel experiences and make a point form commentary for each one. This will be shared orally with the class. *Alternative for Open level: Students may give only an oral commentary.*
4. Whole group: Students recreate a trip. They simulate the steps—from checking in, to boarding the plane, to going through customs upon arrival.
5. Small group: Create a board game using travel vocabulary and the geography of the country(-ies) of the language of study.

Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Application Communication	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03	Rubric for oral presentation	Students present a skit recreating a trip.
Application Thinking/Inquiry	OS1.01, OS1.02, OS1.03, RE1.01, RE1.04, WR1.01, WR1.03, WR1.04, WR1.05, GL1.06, GL1.09, GL1.10	Checklist	Students create collage of pictures with written and oral commentary.
Knowledge/ Understanding Communication Application	OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.02, RE1.05, WR1.01, WR1.03, WR1.04, WR1.05	Checklist	Students create a travel/geography board game.

Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Increase or decrease elements required for oral and written activities.

Resources

Print/Media

Gavazzi, Elena and Paolozzi, Giacomo Vittorio. *Le regioni d'Italia*

Travel guides

Technological

Italian for Everyone. CD-ROM. Cambridge, MA: The Learning Company, 1997.

Microsoft Encarta Encyclopedia. CD-ROM.

Internet, http://webhome.idirect.com/~omlta

Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.
Tel. (416) 977-2193. Fax (416) 977-5422. http://www.italconsulate.org

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.
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Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.
Tel (416) 921-3802/-0499. Fax (416) 962-2503. http://www.iicto-ca.org

Travel agencies

Unit 6: On The Town

Time: 20 hours

Unit Description

In this unit, students discuss, read, and write about the world of food and the world of fashion. Students learn how to describe clothing and how to shop for various items. They learn how to express their likes and dislikes of foods, how to select a restaurant and how to order a meal. The teacher evaluates student achievement in language knowledge and skill in oral communication, reading, and writing using a variety of tools. Students demonstrate their learning through discussion and through the writing and presentation of a menu and a meal.

Strand(s) and Expectations

Strands: Oral Communication, Reading, Writing
Overall Expectations: OLV.01, OSV.01, REV.01, WRV.01.
Specific Expectations: OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09,GL1.10.

Activity Titles (Time + Sequence)

Activity 1	What's in Style?: Clothing and Colours	160 minutes
Activity 2	How Much Is That Sweater in the Window?: Shopping for Clothing	180 minutes
Activity 3	Cheese, Please!: Learning Food Names and Adjectives:	180 minutes
Activity 4	Around the World with Forty Foods: Foods of the World	180 minutes
Activity 5	So Many Choices, So Little Time: Creating a Menu	200 minutes
Activity 6	Now We're Cooking!: Making a Cookbook and Preparing a Meal	300 minutes

Prior Knowledge Required

- basic vocabulary associated with seasons, time, and places
- frequently used adjectives
- the cardinal numbers 1-100
- familiarity with writing a variety of simple forms
- experience in oral presentations, such as reporting a group's findings
- ability to express and share facts, ideas, feelings, opinions in both oral and written form
- present tense of regular verbs and frequently used irregular verbs such as: *to like, to dislike, to want, to have, to do, to be, to go*
- formation of the immediate future tense
- understanding of simple vocabulary and language structures through reading

Unit Planning Notes

- The teacher gathers resources listed.
- The teacher refers to the Achievement Chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999,* to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks of this unit.

Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: brainstorming, collaborative/co-operative learning, oral communication, note-taking, memorizing, reading response, oral presentation, and performing

Assessment and Evaluation

Diagnostic and Formative Evaluation

- oral/aural quizzes: teacher generated
- observation: formal and informal
- conferencing: student/teacher conferencing
- paper and pencil quizzes: teacher-made
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments

Summative Evaluation

- formal written assignment, creation of menu and meal, oral presentations of dialogues, quizzes

Resources

Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*. Hong Kong: Colorcraft Ltd., 1989.

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish*, Copy Masters. Portland, Maine: J. Weston Walch, 1988. ISBN 01 03-3523

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish*. Copy Masters. Portland, Maine: J. Weston Walch, 1988. ISBN 01-3540

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish*. Copy Masters. Portland, Maine: J. Weston Walch, 1987. ISBN 01-3534 03-3534

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish*, Copy Masters. Portland, Maine: J. Weston Walch, 1982. (NO ISBN)

Sacks Da Silva, Zenia. *Persona a Persona 1*. New York: Macmillan Publishing Co., Inc., 1982. ISBN 02-270220-2

Sacks Da Silva, Zenia. *Persona a Persona 2*. New York: Macmillan Publishing Co., Inc., 1982. ISBN 02-270320-9

Samaniego, Fabian, et al. *¡Dime! Uno.* Toronto: D.C. Heath and Company, 1993. ISBN 0-669-43328-4

Samaniego, Fabian, et al. *¡Dime! Dos*. Toronto: D.C. Heath and Company, 1997. ISBN 0-669-23996-8

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1.* Scott, Foresman and Company, 1996. ISBN 0-673-21669-1

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*. Scott, Foresman and Company, 1996. ISBN 0-673-21706-X

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*. Scott, Foresman and Company, 1996. ISBN 0-673-21700-0

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*. Scott, Foresman and Company, 1996. 0-673-2169-8

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package*. Scott, Foresman and Company, 1996. ISBN 0-673-21726-4

Technological

Computer software programs such as: *Spanish bit by bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2

CD ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet

Community

Local ethnic restaurants and their menus

Appendix A-01

Coded Expectations, International Languages, Level One, Academic, LBA AD - LYX AD

Oral Communication: Listening

Overall Expectations

OLV.01

– demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures.

Specific Expectations

OL1.01

– identify sounds and demonstrate understanding of basic vocabulary and language structures by responding to statements, questions, and commands;

OL1.02

– use visual cues (e.g., facial expressions), as well as some verbal cues (e.g., intonation, tones), to interpret simple oral messages in presentations and dialogues (e.g., interviews and conversations on audiotape and videotape);

OL1.03

– identify cultural aspects of the international language (e.g., use of formal and familiar forms of address).

Oral Communication: Speaking

Overall Expectations

OSV.01

– communicate orally in different situations and for different purposes, using basic vocabulary and language structures.

Specific Expectations

OS1.01

– use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02

– use basic vocabulary and language structures to ask and answer questions, and to make statements (e.g., identify family members, express likes and dislikes);

OS1.03

– apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

Appendix A-01 (Continued)

Reading

Overall Expectations

REV.01

– read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures.

Specific Expectations

RE1.01

– read a variety of simple texts (e.g., dialogues, simple stories, anecdotes) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02

– read aloud with expression to develop standard pronunciation;

RE1.03

– use visual cues (e.g., illustrations) and some verbal cues (e.g., linguistic patterns) to determine the meaning of texts in print and other media (e.g., magazines, CD-ROMs, the Internet);

RE1.04

– respond to reading materials in various ways (e.g., answer questions, draw a poster showing the meaning of a text);

RE1.05

– demonstrate some knowledge of the culture of countries where the language is spoken (e.g., identify famous people, places).

Writing

Overall Expectations

WRV.01

– write for specific purposes, using basic vocabulary and language structures.

Specific Expectations

WR1.01

– write complete but simple sentences using basic vocabulary and language structures (e.g., describe family members, school routines);

WR1.02

– write answers to simple questions;

WR1.03

– write for specific purposes using a model (e.g., write a letter to a pen pal expressing likes and dislikes);

WR1.04

– use resources to communicate more effectively in their writing (e.g., vocabulary from bilingual, visual dictionaries);

WR1.05

– use knowledge of the culture of countries where the language is spoken in their writing, using computers and other media sources.

Appendix A-02

Grammar and Language Knowledge

Grammar and Language Knowledge

GL1.01 Nouns

– use of articles with nouns, – formation of the plural, – gender of nouns, – use of the partitive with nouns (e.g., *some pizza, any hamburger*).

GL1.02 Prepositions

– simple prepositions (e.g. *to, at, of*), – simple prepositions and articles (e.g., *to the, at the, of the*).

GL1.03 Pronouns

– subject pronouns, singular and plural, – interrogative pronouns (e.g., *who, what*).

GL1.04 Verbs

– present tense, regular verbs and frequently used irregular verbs (e.g., *to be, to have, to want, to go*), – verbs in simple negative constructions.

GL1.05 Adjectives

– regular adjectives and frequently used irregular adjectives (e.g., *good*), – expressions of quantity, – possessive adjectives (e.g., *my, your, his, her*), – demonstrative adjectives (e.g., *this, that*), – interrogative adjectives (e.g., *which*).

GL1.06 Conjunctions

– common conjunctions (e.g., *and, or*).

GL1.07 Adverbs

– adverbs used to modify verbs (e.g., *She drives quickly.*), – adverbs used to modify adjectives (e.g., *I am very happy.*).

GL1.08 Syntax

– word order in simple sentences, positive and interrogative, – subject-verb agreement (e.g., *he is, boys are*), – gender and number agreement in noun phrases.

GL1.09 Vocabulary

– days of the week, months of the year, time of day, – names of colours, – words associated with the family, food, leisure, transportation, places (e.g., *school, office, factory*), – basic salutations, – words related to the topic of health, – names of school disciplines, – cardinal numbers (1-100).

GL1.10 Other Elements

– expressions useful in the classroom (e.g., expressions used to ask permission, simple commands), – idiomatic expressions, – essential characteristics of the writing system, as required.

Appendix B-01

Rubric for Evaluating Oral/Aural Communication

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited ability	- uses recently taught language knowledge with moderate ability	- uses recently taught language knowledge with some facility and accuracy	- uses recently taught language knowledge with facility and accuracy
Communication	- speaks with hesitation and frequent pronunciation errors - demonstrates limited aural understanding	- speaks somewhat fluently, with some pronunciation errors - demonstrates some aural understanding	- speaks quite fluently and pronounces quite accurately - demonstrates considerable aural understanding	- speaks fluently and pronounces accurately - demonstrates very good aural understanding
Application	- forms sentences and questions with limited accuracy - has difficulty responding to spoken cues	- forms sentences and questions with some accuracy - has occasional difficulty responding to spoken cues	- forms sentences and questions with considerable accuracy - responds to spoken cues quite accurately and appropriately	- forms sentences and questions with consistent accuracy - responds to spoken cues accurately and appropriately
Thinking/Inquiry	- expresses very few interesting and relevant details	- expresses a few interesting and relevant details	- expresses interesting and relevant details	- expresses many interesting and relevant details

Note: This rubric may be adapted to assess students' use of language in a group activity.
Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix B-02

Rubric for Evaluating Writing

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy on rough copy - has considerable difficulty making corrections on final copy	- uses recently taught language knowledge with moderate accuracy on rough copy - has some difficulty making corrections on final copy	- uses recently taught language knowledge with some facility on rough copy - corrects final copy quite easily and appropriately	- uses recently taught language knowledge with facility on rough copy - corrects final copy easily and appropriately
Communication	- displays limited ability writing sentences to convey meaning	- displays moderate ability writing sentences to convey meaning	- conveys meaning well through writing	- conveys meaning very well through writing
Application	- organizes the elements of a sentence with limited accuracy	- organizes the elements of a sentence with moderate accuracy	- organizes the elements of a sentence quite accurately and appropriately	- organizes the elements of a sentence accurately and appropriately
Thinking/Inquiry	- incorporates few interesting and relevant details	- incorporates some interesting and relevant details	- incorporates interesting and relevant details	- incorporates many interesting and relevant details

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C-01

Skit for a Group of Four: Guess who's coming to school (Unit 1, Activity 5)

(Someone knocks at the classroom door.)

Teacher: Katie, could you please see who is at the door?

(Katie goes to the classroom door but doesn't speak. She is nervous.)

Teacher: Katie, who is it?

Katie: *(nervously)* It's…it's…it's…

(Famous person enters the room.)

Famous person: Thank you. I'm sorry to interrupt.

Teacher: What's your name?

Famous person: My name is _____.

Katie: *(nervously)* Here is a…a…a chair.

Famous person: No, thank you. I have to go.

Nirav: May I ask one question?

Famous person: Yes.

Nirav: What is your favourite number?

Famous person: Seventeen.

Katie: What is your favourite day of the week?

Famous person: Tuesday.

Nirav: What is your favourite season?

Famous person: The summer.

Teacher: What is your favourite month?

Famous person: It's July.

Katie: When is your birthday?

Famous person: *(anxiously)* July 16th. And I'm twenty years old. May I please go now?

Teacher: Yes. Why?

Famous person: I need to use the phone. It's a pleasure to meet you! Goodbye! *(leaves the classroom)*

Katie/Nirav: Goodbye!

Appendix C-02

Skit for a Group of Four: Wer kommt zur Schule? (Unit 1, Activity 5)

Wer kommt zur Schule?

(Jemand klopft an die Klassenzimmertür.)

Lehrer(in): Katie, bitte, wer ist an der Tür?

(Katie geht zur Klassenzimmertür. Sie spricht nicht. Sie ist nervös.)

Lehrer(in): Katie, wer ist das?

Katie: *(nervös)* Es ist…es ist…es ist…

(Die berühmte Person kommt ins Zimmer.)

Berühmte Person: Danke. Verzeihung.

Lehrer(in): Wie heißen Sie?

Berühmte Person: Ich heiße _____.

Katie: *(nervös)* Hier ist ein…ein…ein Stuhl.

Berühmte Person: Nein, danke. Ich muß gehen.

Nirav: Kann ich eine Frage stellen?

Berühmte Person: Ja.

Nirav: Was ist Ihre Lieblingsnummer?

Berühmte Person: Siebzehn.

Katie: Was ist Ihr Lieblingstag in der Woche?

Berühmte Person: Dienstag.

Nirav: Was ist Ihre Lieblingsjahreszeit?

Berühmte Person: Der Sommer.

Lehrer(in): Was ist Ihr Lieblingsmonat?

Berühmte Person: Es ist Juli.

Katie: Wann ist Ihr Geburtstag?

Berühmte Person: *(ängstlich)* Der sechzehnte Juli. Und ich bin zwanzig Jahre alt. Kann ich jetzt bitte gehen?

Lehrer(in): Ja. Warum?

Berühmte Person: Ich brauche ein Telefon. Freut mich! Auf Wiedersehen!

(Die berühmte Person geht.)

Katie/Nirav: Auf Wiedersehen!

Appendix C-03

Map of Italy (Unit 5, Activity 4)

Label the regions, regional capitals, and rivers.